DOCUMENT RESUME

ED 200 789 CE 028 592

AUTHOR	Dulac, G. Paul; McCarthy, William F.
TITLE	M.S.A.D. 11 Adult Education for the Handicapped.
INSTITUTION	Gardiner Area School Administrative District MSAD11, Maine.
SPONS AGENCY	Maine State Planning Council on Developmental Disabilities, Augusta.
PUB DATE	[80]
NOTE	52p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Education; *Adult Programs; Advisory Committees; Basic Skills; Course Content; Curriculum; Delivery Systems; *Developmental Disabilities; Individualized Instruction; Individualized Programs; *Literacy Education; Needs Assessment; Objectives; Program Administration; Program Development; Program Guides; *Program Implementation; Student Evaluation; Vocational Rehabilitation
IDENTIFIERS	Maine School Administractive District Number 11

ABSTRACT

Intended as a guide for implementation of an educational program for handicapped adults, this manual discusses essential components for an educational developmental disabilities program using an adult education delivery system. Materials are based on efforts of the MSAD (Maine School Administrative District) #11 to offer educational programming to developmentally disabled adults in the Gardiner area. Section 1 discusses responsibilities and composition of an advisory council. Needs assessment and initial program implementation are the focuses of the next section. In section 3 administration is covered, including facilities and transportation, staffing, budgets, and administrator responsibilities. Section 4 considers formulation of project goals, policies, and procedures. Section 5 focuses on a comprehensive delivery system. The MSAD 11 program of instruction is described which involves initial student evaluation, development of Individualized Education Prescriptions, and the stations approach to learning. Section 6 discusses pre-vocation in terms of MSAD 11's prevocational program. Section 7 provides a curriculum content outline with these major skill areas: self-help, motor developmental, receptive oral language, reading expressive oral language, writing, expressive and receptive nonverbal language, cognitive, daily living, personal/social, occupational guidance preparation, and life coping. The final section is an interview with a literacy instructor. (YLB)

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M.S.A.D. #1 Adult Education for the Handicapped

Gardiner, Maine

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ACKNOWLEDGEMENTS

Sincere appreciation is extended to the Maine State Planning Council on Developmental Disabilities for their continued financial support of MSAD 11 Adult Education and Community Services' efforts to offer educational programming to Developmentally Disabled Adults in the Gardiner Area. Further, the efforts of Mr. John Pearl, vocational instructor and Mr. John Greene, Maine State Planning Council on Developmental Disabilities, are also sincerely appreciated. Without the efforts of these individuals this publication would not have been possible.

Special thanks to Mary Reid who assisted in the final editing of portions of this publication, and to Mr. Gary Hoyle for the cover illustration.

Rita Gilpatrick and Carolyn Goggin worked many long hours in the typing and retyping of the manuscript, and are to be congratulated for their efforts.

Final thanks must go to the Staff of Gardiner's Developmental Activities Center for their contributions, and to our handicapped students at the Center; without their presence and accomplishments this entire project would not have been possible.

This publication was developed by G. Paul Dulac, Director, MSAD 11 Adult Education and Community Services, and William F. McCarthy, Literacy Coordinator, MSAD 11 Adult Education Program for Handicapped Adults, and was made possible by a grant from the Maine State Planning Council on Developmental Disabilities.

FOREWORD

The Maine Planning Council for Developmental Disabilities is pleased to be associated with the project that makes this publication possible.

Maine School Administrative District #11 is a pioneer in the efforts to provide adult education services to severely handicapped persons. Traditionally, the severely handicapped have been placed beyond the reach of the educational community. In recent years however educators have been increasingly aware of the injustice of this failure and the waste of untapped human potential.

The Gardiner project thus is the culmination of study, negotiation, and development between Maine School Administrative District #11, the Kennebec Valley Council for Retarded Citizens, the Association of Retarded Citizens of Maine, and our Developmental Disabilities Council.

What seemed at first an impossible task has become an exciting discovery of ways to reach a group of people that has waited, more patiently than most, for a chance to learn.

As you read this manual, you will see that the trail is now much easier than you might have thought. I wish you well in your efforts.

Bernard P. Henri, Ph.D.
Chairman,
Maine Planning Council for
Developmental Disabilities

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INTRODUCTION

Each weekday of the year, thirty developmentally disabled adults gather at the Gardiner Area Activities Center, which, for these people, bridges the gulf between institutional living and the community at large. The Center, staffed by Kennebec Valley Council for Retarded Citizens, is located in a stone and concrete building on Lincoln Avenue, just off the Gardiner Common, which formerly functioned as a Pentecostal church.

Inside, the Center is open and spacious. By mid-morning on an average weekday one discovers the Center's clients returned from physical education in the nearby park and settling down at their *learning stations* for a carefully planned program of literacy instruction.

A visitor to the Center will not fail to be impressed by the disabled adult's attitudes. Most persons who have lived their lives in institutions acquire so-called "institutional behaviors" (such as incessant rocking, aimlessness and over-dependency). Here, developmentally disabled individuals are challenged to learn new behaviors society associates with adulthood – self-sufficiency, social skills, and purposefulness. Much of this learning at the Center takes place in MSAD 11's basic literacy program for DD adults.

ADVISORY COUNCILS

An active and effective advisory council will provide an invaluable base of support for the adult education director as he plans and implements his program for the handicapped. People willing to serve on advisory councils may be involved in or have contacts with business, industry, the educational network, state and local agencies, service organizations, etc. – all of which may be of help in a specific program. These individuals may also have access to or information about facilities which may be available to house a program for the handicapped. A program director will also discover that an advisory council concerned with education for the disabled will provide support for his proposals when he presents his annual budget. Monies may have to be diverted to handicapped programming from other areas of need. As the program progresses an allotment for the handicapped will be a specifically designated area within the program budget.

MSAD 11 has an advisory council for the Adult Education Program. The council is composed of citizens from the wider Gardiner area. It is active in planning and implementing the adult education program and scrutinizes the adult education budget before it is presented to the Superintendent. MSAD 11 added an individual to its adult education council who has knowledgeable about statewide programming for the handicapped and who was also involved in MSAD 11's program. This individual kept the council aware of educational problems facing disabled citizens and was furthermore able to stimulate individual council members' interest in learning more on their own about these issues. A program director should have little difficulty expanding an existing council to include individuals interested in handicapped programming. These individuals will be able to keep the advisory council members informed on such issues as potential funding sources, possible program duplication and resources or individuals who may be of service to the program.

If an adult education department does not have an advisory council which can be expanded, a committee can be formed to study

issues with the program director and to advise and support him as he undertakes programming for the disabled. This committee could be composed of three or four individuals who are knowledgeable about the educational needs of handicapped citizens. The Committee might include:

1. Individuals who do volunteer work with the handicapped;
2. Individuals who have a handicapped member in their family;
3. Local clergy (if interested and knowledgeable);
4. Businessmen or women who may have facilities or work environments which could incorporate disabled citizens;
5. Nurses or other interested hospital personnel; and
6. Retired persons who have worked with the handicapped.

Having an advisory council, committee or panel on hand for information and advice assures that the adult education director does not have to bear the burden of specialized programming alone. The existence of such a group also assures him of support when he prepares his program budget. A council which has been active in planning and implementing a program for the handicapped can smooth the way for a program director in many areas and likewise be available to help him over the rought spots.

NEEDS ASSESSMENT
AND
INITIAL PROGRAM IMPLEMENTATION

A local needs assessment should be prepared and carefully implemented before an adult education program for handicapped citizens is devised. The time and energy expended in gathering information by formal survey and by word of mouth will pay hefty dividends in the long run and will steer a program director away from confused or muddled program starts. The adult education administrator along with his advisory council, as they prepare a needs assessment for their community, must be aware at all times that they are addressing a population of widely varying needs and capacities and that their major objectives will be to discover:

1. The target population;
2. The specific needs of that population;
3. The needs which may be met by already existing programs (Literacy Volunteers, Adult Ed., ABE, etc.)
4. The needs which may be met by an expanded adult education program;
5. The resources available locally to aid in the development of such a program; and
6. How the program will be funded.

MSAD 11 Adult Education prepared a survey and distributed it locally; cooperation was obtained from state and private sectors, and information was gathered by word of mouth. The MSAD 11 Advisory Council originally worked with M.A.R.C. (Maine Association for Retarded Citizens) and moved on to obtain counsel from the Bureau of Mental Rehabilitation, the Department of Mental Health and Corrections and most of all, from the Maine Council for Developmental Disabilities.

Finally, the Director interviewed 28 clients and selected staff at the Gardiner Activity Center, administered by Kennebec Valley Council for Retarded Citizens. He determined that a need existed at

the Center for academic and pre-vocational education. Furthermore, both clients and staff at the Center in Gardiner expressed desire for such an educational program. The needs assessment made it clear that these handicapped individuals had needs to which the MSAD 11 Adult Education program could be adapted. These included: economic self-sufficiency, independent living, life-coping skills, self-direction, language skills, mobility and self-care.

Initial Program Implementation

MSAD 11 decided to target the Activities Center population in their program for the handicapped. This population included individuals who had lived most of their lives in institutions (Augusta Mental Health Institute or Pineland) and were presently living in the Gardiner area in group homes or with their families. Most of the target population suffered severe mental retardation and many had multiple handicaps. Nevertheless, the program director decided to carefully evaluate each client individually and to devise an educational program for those who showed motivation and potential for success. The clients' old records were used, but MSAD 11 used its own evaluative process to determine which clients would benefit from an educational program. Six clients were originally selected for academic and pre-vocational instruction. It was decided that as much academic instruction as possible would take place at the Activities Center in Gardiner in order to expose the clients not involved in the program to an educational atmosphere and hopefully, to motivate them in becoming involved in the program themselves. Pre-vocational instruction would take place at a local industry, the Furniture Factory. Pre-vocational students would thus have opportunity to work away from the Activities Center in a new environment.

At this point, the adult ed. director wrote down initial goals and objectives for the program, based on the results of the needs survey. It is here stressed that the importance of having specific, tangible goals, however small and unpretentious, cannot be overestimated. There may be, in the beginning of an adult education program for the handicapped, only 2 or 3 initial goals and they may be very modest, but they should be working and working well before the program begins to expand. "Less is more" is a phrase which should

stick in every adult education director's mind as he articulates his initial goals and objectives. The following initial goals evolved as a result of MSAD 11's needs assessment:

Goal 1. *To provide a range of adult education service to adult developmentally disabled persons in the Gardiner area*

Objective 1: to provide 2 hours per day (5 days a week) of Adult Basic Education to participants of the Gardiner Area Activity Program (to be provided at the Center).

Objective 2: to provide 3 (2 hour) evening sessions, including occasional weekend sessions, or pre-vocational training for residents of the Gardiner group home and other Gardiner residents who are developmentally disabled.

Objective 3: to provide job development, placement, and support services to participants in the Gardiner area program and other residents of the Gardiner area who are developmentally disabled.

Goal 2. *To provide a model Adult Education Program for the handicapped*

Objective 1: to develop a curriculum for functional reading and math.

Objective 2: to develop a pre-vocational package as part of this curriculum.

After goals and objectives are in writing, a plan must be devised for implementing them. An adult education director must ask himself how much his program for the handicapped will cost and whether or not he can incorporate this cost into the budget he must work with. In many communities, adult education directors will find that programs for disabled citizens can be incorporated into already existing ABE programs. MSAD 11, however, had targeted a handicapped population with special needs. The director therefore decided to seek funding through a grant from the Maine Council on Developmental Disabilities. Presently, in MSAD 11, expenses for the program for handicapped adults are included in the budget for fiscal year 1980. Funding was not a problem in MSAD 11; funding need not present a problem for the adult ed. director who carries out a

careful needs assessment, sets realistic, measurable goals, uses existing resources wherever possible, and continually evaluates the progress of his program.

Pointers to Success

1. Never duplicate a program that is being carried out by another group. For example, do not set up a literacy program if one is already underway at a local activities center.
2. Take time to initiate, distribute, collect and tabulate a survey of local needs of the handicapped. Accurate information concerning your target population is extremely important.
3. Spend time talking with prospective students themselves and those who work with them (social workers, activity center staff, group home coordinators, etc.) in order to determine what the students want to learn.
4. Do not incorporate clients with developmental disabilities into ABE programs initially. Careful and thorough evaluation of these students is absolutely necessary. Home tutoring followed by gradual easement into a small ABE program may be the best route to take.
5. Devise a program which can mobilize the disabled and ease them into the life of the community at large.
6. Evaluate students for ability and motivation at the program's inception and re-evaluate at regular intervals. Work closely with the people who have day-to-day contact with these students.

ADMINISTRATION

Once a program administrator, with the help of his Advisory Council or panel has completed a thorough needs assessment, targeted a population to be served, and written specific and achieveable goals and objectives, he must then turn his attention to the administration of his program.

One of his first important decisions will involve facilities and transportation: *where* will the program be carried out and *how* will the students get there? There was firm commitment in MSAD 11 to use existing facilities wherever possible and to minimize transportation costs. There was also commitment to getting the disabled students in the program out into the community, familiarizing them with banks, stores and local people in an effort to overcome the stagnating effects of accumulated years of institutional living. It was therefore decided that literacy instruction would take place in the Gardiner Activities Center, and that pre-vocational training would be carried out in a local industry, the Furniture Factory.

Possible facilities for a new program might include.

1. Activity centers;
2. Group homes;
3. Private homes;
4. Community centers;
5. Church basements;
6. Parks and recreational facilities;
7. School shop areas;
8. Local service clubs (Lions, Elks, etc.); and more.

The director's next important decision will concern staffing. Most handicapped adults will be able to function in existing adult education programs. Nevertheless, special staff may be required for individuals with severe developmental disabilities. To reiterate a point made earlier: it is not wise to incorporate developmentally disabled individuals directly into ABE programs. Home tutoring

alone or combined with small group learning activity should always precede such a move. If the program administrator decides to add new teaching staff to his department, he would be well advised to consider applicants closely in order to find the blend of personal and professional qualities he seeks.

The MSAD 11 Adult Education Department formulated the following criteria for their handicapped program teaching staff:

1. Background and experience were considered extremely important. Individuals with experience in special education (in dayschool, activity center work, etc.) were sought. Teaching ability and experience with one-on-one or small groups was especially desirable.
2. Education – it was deemed highly desirable that instructors have educational background in special ed and/or Adult Basic Education.
3. Attitude – a tolerant, accepting attitude toward the handicapped adult, coupled with an awareness of his potential for growth and development were mandatory. Potential instructors must also indicate awareness of special circumstances which might arise during their work (epileptic seizures, for example) and be able to cope with problems facing the disabled.
4. Availability for part-time work – Instructors would have to be available for work during the hours when the program is underway. In MSAD 11, the program runs from 9 a.m. to 2:30 p.m.

After careful assessment of the 28 clients at the Activities Center, MSAD 11 decided to provide both literacy and pre-vocational instruction for disabled adults. Two individuals were eventually hired by the Director to staff this program of instruction: one literacy instructor and one pre-vocational instructor. Specific criteria for the selection of these instructors may be found in the section on project goals, policies, and procedures which follows this section. While this decision was necessary for the success of the Gardiner program, every community will have an individual target popula-

tion with its own individual needs; therefore, the number and abilities of staff may differ from program to program.

The cost of teaching salaries may be incorporated into an operating budget for handicapped students, or can be included in an existing adult education program budget. MSAD 11 had an unusually disabled group of adults to educate and therefore the two added instructors were necessary. The Department now offers 10 hours a week of pre-vocational instruction and 18-20 hours of literacy instruction per week. Teachers are paid $7.00 per hour. One instructor, who was transporting students to and from classes at the Furniture Factor required a small ($80) insurance rider attached to his automobile policy. Other expenses (secretarial, books and supplies, etc.) can often be absorbed by an existing budget for ABE; or also be incorporated into the Activities Center's budget.

The adult education director who decides to institute a program for the disabled will, of course, find that his administrative responsibilities increase. In MSAD 11, in addition to recruiting students and staff for the project, the program director is responsible, hopefully in conjunction with his staff:

1. For completion of a needs assessment;
2. For inter-agency cooperation;
3. For publicity and program content;
4. Staff development;
5. Setting up workshop situations throughout the year;
6. For joining with instructors to set forth goals, policies and procedures for working with the disabled;
7. For regular contact with the Advisory Council;
8. For pre-service and in-service staff training;
9. For regularly evaluating staff and the entire program; and
10. For using support services in planning and implementing the program.

These responsibilities may appear imposing. Nevertheless, once a program is underway, the director will find that it will require roughly 5% of the time he spends on the total adult education pro-

gram. Responsibility for guidance, counseling and record-keeping may be delegated to an interested instructor, who will function as teacher-coordinator. The administrator should meet with his instructors at least once every two weeks. In this way problems and accomplishments can be aired regularly and the program director will be better able to evaluate both his program and his staff.

Again, the administration of a program for the disabled need not consume an inordinate share of the program director's time and energy, for these reasons:

1. Handicapped adults are an unusually identifiable population and recruitment for a program is not difficult;
2. Facilities exist in every community and must simply be ferreted out;
3. Transportation costs can be minimized by careful program planning and by using existing resources wherever available;
4. Existing ABE staff and local volunteers with experience can usually provide teaching expertise; and
5. Extra staff may be hired to fill in where local resources are lacking.

All told, a program for the handicapped *can* be devised which will lean heavily on existing programs and resources, will utilize local facilities, and will function on little, if any, added cost to the department budget. MSAD 11 discovered that its adult ed program lent itself very well to the educational needs of disabled adults in the Gardiner area.

PROJECT GOALS, POLICIES AND PROCEDURES

It is the responsibility of the program administrator to see that project goals, policies and procedures are in writing before the program is underway. This will ensure that the director, his staff, and other individuals involved in the program have concrete guidelines to refer to in the course of their work with the disabled. It would be wise, in the process of formulating these guidelines and objectives for the program, to seek suggestions and advice from as many of those individuals involved in the program as possible (Activity Center staff, clients, Advisory Council members, etc.). MSAD 11 set the following goals and objectives for its Adult Education and Community Services Program for the Handicapped:

Goal 1. *to provide a range of adult education service to adult developmentally disabled persons in the Gardiner area*

Objective 1: to evaluate each person's individual ability in both academic and vocational areas.

a. Visit Gardiner's Activity Center to meet individuals personally
b. Discuss past experience of individuals with MSAD 11's Special Services personnel
c. Screen all applicants

Objective 2: to provide two hours per day (five days per week) of Adult Basic Education experience at the Gardiner Area Activity Center.

a. To provide classroom instruction in the home or through the existing ABE program

Objective 3: to provide three (2 hour) sessions of pre-vocational training for residents of the Gardiner group home and other Gardiner residents who are developmentally disabled.

a. To provide four 12 hour sessions within the 2-hour framework to account for student ability and interest level
b. To provide a portion of pre-vocational courses in various industries within the Gardiner area

Objective 4: to provide job development, placement, and support services to qualified participants in the Gardiner area program and other residents of the Gardiner area who are developmentally disabled.

a. To provide screening for employable candidates and placement in appropriate job situations
b. Constant evaluation will be performed on students by the coordinator
c. To work closely with MSAD 11's Special Services Director and the vocational rehabilitation counselor along with the Gardiner Activities Center Director in discovering prospective vocational clients and evaluating them

Goal 2. *to provide a model Adult Education Program to be used in conjunction with other DD Adult Activity Programs across the state*

Objective 1: to develop curriculum for functional reading, math, and life coping skills that can be used in similar programs.

Objective 2: to develop a pre-vocational package that can be used by other Adult Education Programs.

Objective 3: to develop a brochure stressing Adult Education for developmentally disabled persons in their own communities.

After the goals were formulated, the target population (28 developmentally disabled adults at the Gardiner Activities Center) were very carefully tested in order to determine which clients had potential for success in the program. Functional academic assessments formed the basis of the curriculum which was eventually developed for the adult disabled literacy program. Assessments were also performed to determine whether or not there were individuals in the group who possessed interest in and aptitude for pre-vocational and job development skills. The program was to be 2-phase and it was recognized from the outset that some clients might have aptitude for one phase of the program and not for the other. After the assessments were completed, ten students were able to enter the

literacy program and six of these ten showed aptitude for pre-vocational training. These ten students formed the program's initial core. Since the program's inception these numbers have increased to 28 students in the literacy program, and six in the pre-vocational program.

The careful selection of teachers able to meet the needs of these developmentally disabled students is crucial to the success of a program. MSAD 11 established the following criteria for literacy instructor of the disabled:

1. Knowledge of pre- and post-testing procedures;
2. Familiarity with the Literacy Volunteers Reading Test and ability to test for word recognition, vowel and consonant sounding, listening and comprehension skills;
3. Ability to devise Individual Educational Prescriptions for the developmentally disabled and experience in doing so;
4. Tutoring experience or demonstrated ability to work one-on-one and in small groups;
5. Responsibility for consulting with Kennebec Valley Council for Retarded Citizens;
6. Ability to continually evaluate both the students and the program;
7. Ability to keep records and individual folders for each student;
8. Availability for part-time work;
9. Ability to develop curriculum for the program;
10. Ability to teach psychomotor and life-coping skills;
11. Ability to function as counselor to students; and
12. Ability to perform educational consulting services.

The following criteria were established for pre-vocational instructor:

1. Will be a "hands-on" person, able to teach elementary vocational skills, such as:
   a. weaving
   b. upholstery
   c. small woodworking projects

d. small tools management

2. Must be able to pre- and post-test clients;
3. Will develop vocational IEPs;
4. Will introduce students to the community (businesses, schools, fire departments, etc.)
5. Will supervise students during class work sessions;
6. Will aid students in construction of marketable items, i.e., chairs with weaved seats, upholstered and refinished furniture, rebuilt canoes, knitted goods, etc.
7. Will evaluate students in the following areas:
   a. psychomotor balance
   b. hand-eye coordination
   c. hand-tool identification
8. Will be responsible for completion of vocational objectives:
   a. program in furniture reconditioning
   b. program of furniture construction
   c. large project construction
   d. upholstery program:
      i. use of measuring devices
      ii. marking and cutting fabric
      iii. use of sewing machine
      iv. sewing upholstery fabric
      v. attaching upholstery fabric to furniture in the proper sequence
      vi. furniture refinishing
   e. seat weaving (cane and reed weaving)
9. Will be responsible for communication with the program director, literacy instructor, work activity center director and staff, local businesses and agencies, the news media and the public at large; and
10. Will be responsible for keeping records and individual folders for each pre-vocational student.

From these lists of criteria, job descriptions were written for each category and used in hiring staff.

Once instructors were hired and the program for the handicapped was underway, in-service training for staff became a top

priority. Once a week (on Friday) the director of MSAD 11 adult education met with the literacy and vocational instructors to discuss program issues: student evaluations, pre- and post-testing, curriculum development, coordination with the Activities Center program, etc. Activity Center staff were eventually involved in these in-service sessions, as were interested individuals from various state agencies, members of the Maine State DD Council, social workers and personnel from the Bureau of Vocational Rehabilitation. Suggestions and advice from Activity Center staff were particularly welcome and their comments regarding the overall effect of the program on their clients were greatly encouraging.

In-service meetings with ABE instructors were also incorporated into the program, with emphasis on finding ways in which the ABE curriculum, in certain very specific situations, could be adapted to the needs of the disabled.

Instructor-student ratios must be considered carefully when staffing any new program and it is best to have an agreement with the instructors in writing before they begin their work. With developmentally disabled students, particularly, attention spans vary widely and will necessarily dictate how many students may be served by an instructor on any given day. MSAD 11's literacy instructor utilizes a "stations approach" – the 28 students are divided into four groups of varying motivation and potential and are rotated through a series of stations. Different skills are stressed at each station and the groups rotate every 20 minutes. The pre-vocational instructor has been able to work with up to four people during a two-hour period.

Financial policy for the program is based on MSAD 11's regular accounting procedure. The adult education office has set up an account in the central bookkeeping office specifically for the developmental disabilities program. The adult education department requests funds from a central bookkeeping office, using a requisition and purchase order. Instructors submit requisitions for needed supplies to the adult education office, which forwards the request to the central office. The central office mails the purchase orders and assumes responsibility for paying bills and keeping accurate records.

The Department of Adult Education keeps its own accounts also.

COMPREHENSIVE DELIVERY SYSTEM

After clearly defined goals and objectives for the adult disabled program have been formulated and distributed to all persons involved in the project, the program administrator must turn his attention to the delivery of services. MSAD 11 designed an instructional philosophy to underpin its program of instruction for the handicapped from the outset. Salient points of that philosophy follow:

1. Students will make continuous progress through lessons that are designed to eliminate educational gaps or meaningless duplications;
2. Students will progress through the lessons at a rate appropriate to their abilities,
3. Students will be confronted with increasing responsibility and necessity for making responsible decisions;
4. Student evaluation will not convey the ego-destroying concept of failure when an educational limit is met; rather, he or she will be helped to accept limitations; and further,
5. Students who have completed an individualized educational prescription will have acquired skills and knowledge consistent with their potential level of achievement.

Both administrator and staff recognized the IEPs would have to be devised for each student in the program if the spirit of this philosophy was to be fulfilled. For an IEP to be successful, each student must be very carefully evaluated before, during and after his learning experiences.

MSAD 11's literacy instructor uses the *Read Test* by Literacy Volunteers as a primary academic testing tool. This test yields an instructional reading level, if there is one, and also indicates a listening comprehension level. The latter aptitude can be very significant, as many developmentally disabled adults do not indicate a reading level on the test. The *Read Test* is easy to administer and only takes about 15 minutes.

MSAD 11 also devised a coping skills test, to be used in assessing students for the academic program. This is an informal inventory, consisting of tests for familiarity with concepts of time, money and numbers. The test indicates whether or not a student is able to:

1. Tell time by looking at a clock or watch;
2. Show competency in distinguishing hours, half past the hour, quarter past or quarter of the hour, and groups of five and single minutes;
3. Identify paper money and various coin denominations;
4. Make change;
5. Understand the value of currency;
6. Count from one to ten and up; and
7. Decode written numerals and understand their value.

After careful academic assessments have been made, the student and instructor set goals together. For example, a student who shows interest in drawing pictures and learning about money will have an IEP devised with these goals as an end. The IEP provides an individualized plan for achieving those goals.

Students are also assessed for psychomotor competency as a pre-vocational screen. Using the book *Competency in Psychomotor Domain K-3* (developed by the Maine Department of Educational and Cultural Services), the instructor was able to test for thirty skills which are considered essential for pre-vocational training. These are:

1-7	general manipulative skills
8-12	curricular related manipulation
13	visual discrimination
14	visual copying
15-17	visual memory
18-19	visual closure
20-23	spatial relationships
24-25	sizes
26-27	shapes
28	textures
29-30	eye-hand coordination

This test is essentially a list of check-offs. Students are given tasks to perform and marked *yes* or *no* depending on whether they can show skill or not. A score of 24 on this test indicates that 80% accuracy has been achieved; a score of 24 up also indicates pre-vocational potential. The Activities Center clients now attending pre-vocational training have an average score of 29 on the psychomotor competency test, i.e., 95% accuracy. It must be emphasized that the skills included in this test are very basic; an individual achieving less than 80% accuracy would have great difficulty mastering basic vocational procedures. Students who scored less than 80% on the pre-vocational screen are provided remedial psychomotor tasks to strengthen the competencies they already have and to develop new ones.

Individualized Education Prescriptions (IEPs) for each student will consist of the following steps:

1. Establishing *Goals* with each individual student.
   A. Done informally with a teacher-student interview
   B. Goals are ranked, from highest to lowest priority, by the student with the aid of his instructor
   C. The Goal which ranks highest will provide the central emphasis of each lesson
2. Establishing *Pre-assessment* of each student.
   A. Determines knowledge of a particular topic
   B. Determines the level of ability in a particular skill
   C. Both are determined by pre-testing
      i. Literacy Volunteers of America *Read Test*
         a. A reading evaluation – adult diagnostic test for assessing adult student reading needs and progress
         b. A listening comprehension evaluation for assessing adult student listening comprehension needs and progress
      ii. Teacher-designed informal skills inventory
         a. An informal evaluation, done verbally, for assessing adult student skills, needs and progress
         b. A separate informal skills inventory is given for each skill

D. The pre-test tells the instructor what the student needs to learn for successful completion of each goal in the Individualized Educational Prescription

3. Establishing *Objectives* for each individual goal.
   A. Objectives are statements which tell what the student will be able to do upon successful completion of a particular goal
   B. These statements specifically tell what each student will be able to do upon successful completion of an Individualized Educational Prescription
4. Developing *Lessons* for each goal:
   A. Each lesson will consist of a set of activities from which the student will be able to acquire the required skills/knowledge of the objectives
   B. Each lesson will consist of the goals established by the student
   C. The primary emphasis of each lesson will be the student's highest ranked goal
   D. Each lesson will have built in a review of prior sets of activities which the student understook during previous lessons
5. Establishing a *Post-assessment* of the student:
   A. In terms of knowledge of a particular topic
   B. In terms of level of ability in a given skill
   C. Will be accomplished by using a post-test
      i. Literacy Volunteers of America *Read Test*
         a. To establish reading progress
         b. To establish listening comprehension progress
      ii. Teacher-designed informal skills inventory for each skill
         a. Done verbally
         b. To establish progress in given skills
   D. The post-test tells the teacher the student's knowledge or level of ability after the completion of the required objectives of each particular goal and the IEP
6. *Evaluation* of the individualized Educational Prescription:
   A. To determine student achievement if the post-tests are better than the pre-test results

B. To determine student needs if the post-test results are poorer than the pre-test results

The stations approach to learning is incorporated into each student's IEP. Learning stations were set up in the Gardiner Activities Center. Subsequently, the students were divided into four groups according to mental and physical ability and rotated through a series of 5 stations. Each station is supervised by a staff member who has been trained to teach the activity which takes place at that particular station. The five stations present 5 learning situations:

1. reading and language arts;
2. life-coping skills;
3. psychomotor skills;
4. general education (sign language, avocations, math, etc.); and
5. physical education.

The physical education station is the first station attended by students each day. Activities at this station include warm-ups, exercises and games (such as kickball). Generally this station lasts 35 minutes and is attended out-of-doors by all four groups together. Then each group spends time at each of the remaining stations, rotating every 20 minutes. Thus, each student is regularly exposed to a wide range of academic activity. Stress is placed on reading and listening comprehension, as staff is convinced that improvement in these areas will yield improvement in other areas as well.

PRE-VOCATION

The primary focus of MSAD 11's pre-vocational program was to teach the student a vocation which would have a carryover value, and create a supplemental income.

Phase I – The pre-vocational program began in October of 1979, with five students. The curriculum included a hands on type of academics, i.e., using a ruler to measure, basic math, and use of money. Later the students began using basic hand tools to make small wooden objects. This phase was not particularly successful.

Phase II – Phase II placed emphasis on *community recognition*. During this period all students were introduced to, and visited local businesses, as well as public buildings including banks, schools, churches, and the library. The purpose for Phase II was to acquaint students with locations where consumer goods could be purchased, as well as where specific services could be obtained, i.e., the library and schools. A secondary purpose of this phase was to introduce merchants and public employees to our handicapped students and the program. Phase II was very successful.

Phase III – The third phase consisted of a major project involving the construction of two wooden canoes. This project offered a "group work situation" where different student ability levels were utilized to complete a single project. Other clients at the activity center who were not able to qualify for our vocational program worked on these canoes. This project involved a great deal of work on the part of staff, and therefore was considered only moderately successful. This type of project would be excellent for more advanced handicapped students.

Phase IV – Phase IV consisted of *chair seat weaving*, which involved both initial chair preparation (i.e., gluing, sanding and chair refinishing), and techniques of cane and reed seat weaving. Each student (5 total) completed several chairs while performing the necessary skills with only limited assistance. The students were

capable of working independently for the entire two hour daily period alloted for our vocational program. The students enjoyed their work and took great pride in their accomplishments. For each chair completed and sold (average price $25.00) the student received $15.00 for their labor; the remaining $10.00 was used to purchase another chair and for supplies. This was a self-sustaining program and very successful.

Phase V — The fifth phase involved furniture upholstery. Several chairs were obtained (purchased or donated), which the students refinished and upholstered. Heavy duty sewing machines were used to sew fabric. Only half of our students were involved in this phase, as the operation of the sewing machines demanded some accelerated skills. The students were very interested in the upholstery program, and with time were introduced to more involved upholstery techniques. Phase V has also been very successful.

Generally, the students have performed exceptionally well in the vocational program. They have adapted well to various working conditions. Student attention spans have steadily increased to their present levels of between 2-3 hours; this increase being significant considering the fact that the average attention span per student was between 15 and 20 minutes at the program's inception. Students became exceptionally attentive and dedicated to their projects.

In time, local senior citizens and retired people attended work sessions at the Furniture Factory where they worked with, and were instructed by the handicapped students in methods of weaving and upholstery. These same instructors would then return to the Activity Center and instruct their fellow handicapped students in vocational techniques learned at the Furniture Factory.

It is imperative that students be regularly tested and/or vocationally evaluated to determine whether or not the IEPs devised for them are effective. MSAD 11 required that re-testing and evaluation (vocational) be carried out on a quarterly basis. Four months from the beginning date of student instruction, students are given the three tests mentioned earlier: the *Read Test*, the coping skills test,

and the psychomotor competency test. Each month vocational students are evaluated. It is imperative that students be able to experience success; if skill improvement is not noted over a 3-month period, the IEP will need to be revised. A common mistake in setting up IEPs for the developmentally disabled adult is to strive for great improvements between beginning and ending competencies. A better course is to devise an IEP which expects, and allows for, slow but steady growth.

Throughout the course of the disabilities program, the adult education department keeps careful records, noting each student's age, IQ range, social information, medical syndromes, course beginning and ending dates, etc., along with IEP progress reports. These records aid the department in setting up programs for similar students as they enter adult education. Class attendance, while optional, is considered important and attendance folders are included in student records. Records are kept in both academic and pre-vocational phases of the program. When final reports are filed for each student, a copy of the student's academic and vocational goals are included also. Instructors keep copies of these records in the adult education office and in the Activity Center.

To reiterate: the keeping of accurate student progress reports is vital to the continued success of any program for the handicapped. They should be available to refer to if a student comes back into the program. They are also helpful to instructors who are setting up IEPs for new students. By looking over IEPs that have been successful (or have failed) with past students, new students with similar birthdates, IQ ranges, medical syndromes, etc. can be better evaluated by staff in the adult education program.

CURRICULUM CONTENT

I. Self-Help

A. *Dressing*

Steps:

1. Remove socks
2. Remove pants, underpants
3. Remove jacket, sweater
4. Remove T-shirt, pullover shirt, dress
5. Remove shoes
6. Put on socks
7. Put on pants, underpants
8. Put on T-shirt, pullover shirt, dress
9. Put on jacket, sweater
10. Put on shoes
11. Unbutton
12. Remove coat, shirt, jacket
13. Zip and unzip
14. Engage zipper
15. Button
16. Put on coat, shirt, jacket
17. Unsnap
18. Untie shoe laces
19. Unbuckle
20. Thread belt through loops
21. Buckle
22. Unfasten slide-hook fastener
23. Fasten slide-hook fastener
24. Tie shoe laces
25. Snap

B. *Eating*

Steps:

1. Eating finger foods
2. Eating with a spoon or fork
3. Drinking from a glass
4. Spreading with a knife
5. Cutting with a spoon or fork

6. Spearing with a fork
7. Cutting with a knife
8. Drinking with a straw
9. Pouring liquids from a pitcher
10. Unpeeling foods
11. Using a napkin
12. Serving self foods
13. Seating self at table
14. Passing food

C. *Toileting*

Steps:

1. Goes into bathroom
2. Uses toilet paper appropriately
3. Flushes toilet
4. Washes and dries hands
5. Leaves room

D. *Personal Hygiene*

Steps:

1. Wash hands
2. Brush teeth
3. Wash face
4. Blow nose
5. Take bath or shower
6. Comb hair

II. Motor Developmental Skills

A. *Tone Normalization Activities*

The developmentally disabled student's limbs can be moved with minimal resistance. He or she is not in the control of any pathological reflex or reaction such as excessive flexor tone, extensor thrust or asymetrical tonic neck reflex.

Steps:

1. Head Righting with ball
   – when placed in prone position on ball with arms flexed in front of him, raise head and push with arms to raise entire chest off ball. He or she may extend arms
2. Trunk Righting Reaction

– when placed in prone position on ball with arms extended in front and rolled, pull up with head and shorten trunk to return all the way to upright position

3. Weight Bearing with ball
   – maintenance of body and/or head position in relation to gravity; some resistance to gravity; does not just fall in the direction gravity would pull it when tipped

B. *Gross Motor Skills – Basic*

Steps:

1. Independent movement – prone
2. Rolling – supine to prone
3. Head-Holding-Sitting positions
4. Sitting on child's chair (or stool)
5. Sitting on adult chair

C. *Gross Motor Skills – Lower Extremity*

Steps:

1. Weight bearing grasping reflex
2. Weight bearing non-grasping reflex
3. Standing
4. Walking – independent movement grasping reflex
5. Walking – independent movement non-grasping reflex
6. Running

D. *Gross Motor Skills – Upper Extremity*

Steps:

1. Reaching for object
2. Grasps objects with hand

E. *Body Orientation*

Steps:

1. Stepping over obstacle at knee height
2. Ducking under bar
3. Stepping sideways
4. Touching nose
5. Opening and closing hands
6. Opening and closing doors
7. Imitating arm movements

F. *Fine Motor Skills – Lower Extremity*

Steps:

1. Walking up inclined surface
2. Walking down inclined surface
3. Walking up stairs
4. Walking down stairs
5. Walking heel to toe
6. Walking forward on a line
7. Walking backward on a line
8. Standing on tiptoes with eyes open
9. Crouching on toes
10. Standing on tiptoes with eyes closed
11. Standing on one foot with eyes open
12. Standing on one foot with eyes closed
13. Jumping on toes
14. Jumping over knee-high bar

G. *Fine Motor Skills – Upper Extremity*

Steps:

1. Picking up objects
2. Multiple shape box
3. Rings on a peg
4. String beads
5. Shapes on a board
6. Graduated cylinders
7. Pegboard
8. Picture puzzle
9. Pasting
10. Holding pencil or crayon
11. Colors within a circle
12. Cutting with scissors
13. Touching fingers in succession with thumb

H. *Strength Skills*

Steps:

1. Pushing-pulling objects
2. Lifting objects
3. Carrying objects
4. Waist bending
5. Leg lifts

6. Curl-ups
7. Jumping jacks
8. Modified push-ups
9. Squat thrusts
10. Chin-ups

I. *Recreation Skills*

Steps:

1. Ball skills – rolling and throwing
2. Ball skills – bouncing and catching
3. Ball skills – catching
4. Swimming – entering water
5. Swimming – submerging
6. Swimming – floating
7. Swimming – moving
8. Swimming – jumping off diving board
9. Swimming – diving

III. *Receptive Oral Language Skills*

Steps:

1. Responds to auditory cues
2. Responds to verbal sounds
3. Responds to name
4. Maintain's eye contact
5. Follows one-concept commands
6. Identifies objects by pointing without distractions
7. Identifies objects with visual similarity
8. Identifies objects with auditory similarities
9. Matches pictures to objects
10. Identifies action words
11. Identifies function of object
12. Correlates article of clothing with body part
13. Identifies plurals
14. Identifies position and positioning
15. Discriminates between same and different
16. Identifies polar opposites (hot, cold)
17. Makes comparisons (tall, taller, tallest)
18. Identifies personal and possessive pronouns
19. Discriminates verb tense

20. Categorizes
21. Follows a command containing a conditional clause (when, if clauses)
22. Discriminates and/or
23. Identifies first and last

IV. *Reading Skills*
Steps:

1. Matches basic shapes
2. Finds basic shapes
3. Volunteers names of basic shapes
4. Matches colors
5. Finds colors
6. Volunteers names of colors
7. Produces patterns in left-right sequence
8. Identifies name
9. Phonics, lowercase letters
10. Writes sound dictated
11. Rhyming
12. Matches lowercase letters
13. Finds lowercase letters
14. Volunteers name of lowercase letters
15. Matches uppercase letters
16. Finds uppercase letters
17. Volunteers name of uppercase letters
18. Matches numerals 1 to 10
19. Finds numerals 1 to 10
20. Volunteers names of numerals 1 to 10
21. Matches written numbers one to ten
22. Finds written numbers one to ten
23. Volunteers names of written numbers one to ten
24. Matches numbers to words
25. Recognizes sight words
26. Writes the word dictated
27. Functional reading

V. *Expressive Oral Language Skills*
Steps:

1. Motor imitation – imitate behavior presented
2. Motor and vocal imitation
3. Imitation of vowel and consonant sounds
4. Imitation of sound chains
   - will imitate first member of chain
   - will imitate first and second member
   - will imitate first through last member of chain

   Example:
   1. me
   2. em
   3. mu
   4. um
   5. ma
   6. am
5. Imitation of words and pictures
6. Building of spontaneous vocabulary
   - present object and ask "What is this?"
   - responds with name of object
7. Imitation of two, three and four word chains
8. Volunteering of verbal answers
   - will answer with a four word verbal response when presented with a picture or object
9. Verbalization of body part function
   - verbally responds to function of body part when given verbal clue

   Example:
   1. ears – hear
   2. nose – smell
   3. hands – touch/feel
   4. mouth – taste
   5. feet – walk
   6. eyes – see
10. Identification of object function
    - eat with
    - write with, etc.
11. Correlation of clothing article with body parts
12. Identification of object position (preposition)
    - on
    - beside, next to
    - under
    - in
    - on top of
    - in front of

- in back of
- between
- across
- above

13. Identification of polar opposites
    - big/little
    - hot/cold
    - hard/soft, etc.
14. Comparison
    - big, bigger, biggest
    - long, longer, longest, etc.
15. Identification of personal and possessive pronouns
    - I
    - me
    - you
    - he, she, it
    - they
    - his, hers
    - them, theirs
    - its
    - him
    - her
    - my
    - yours
    - ours
    - mine
16. Identification of plurals
    - blocks vs. block
    - boxes vs. box, etc.

VI. *Writing Skills*

Steps:

1. Holds pencil
2. Makes pencil marks on paper
3. Draws horizontal line between two parallel lines
4. Draws vertical line between two parallel lines
5. Reproduces geometric shapes
6. Writes twenty-six lowercase letters

7. Writes twenty-six uppercase letters
8. Writes given and last names
9. Writes numerals 0 to 10
10. Writes twenty-six lowercase letters on a line
11. Writes twenty-six uppercase letters on a line
12. Writes numerals 0 to 10 on a line
13. Copies a word correctly on a line
14. Copies five word sentence correctly on a line

VII. Expressive and Receptive Non-Verbal Language Skills

A. *Signing (American Sign Language)*

Steps:

1. Motor imitation – imitate behavior presented
2. Responds to non-verbal cues
3. Imitation of sign
   – sign for dog, etc.
4. Responds to picture of word to be signed (correlates)
5. Understands signs
6. Imitation of a series of signs
7. Understands a series of signs
8. Expresses simple sentences in sign

B. *Rebuse Board (Picture Board)*

Steps:

1. Responds to picture clue
2. Correlates picture clue to verbal word
3. Understands rebuse picture
4. Expresses simple sentences with rebuse pictures

VIII. Cognitive Skills

A. *Number Concepts*

Steps:

1. Rote counts one to one hundred
2. Matches numbers one to one hundred
3. Finds numbers one to one hundred
4. Verbalizes names one to one hundred
5. Counts objects one to ten
6. Counts by fives to one hundred
7. Counts by tens to one hundred

8. Gives specified number of objects one to ten
9. Knows equivalence of objects to numbers one to ten
10. Adds with objects, numbers one to ten
11. Adds numbers with sums to ten
12. Subtracts objects one to ten
13. Knows basic subtraction facts using numbers one through ten

B. *Monetary Concepts*

Steps:

1. Matches coins
2. Finds coins
3. Volunteers names of coins
4. Understands value of coins
5. Matches paper bills
6. Finds paper bills
7. Volunteers names of paper bills
8. Makes change (coins/bills)
9. Adds coins together for sum
10. Adds paper bills together for sum

C. *Concepts of Telling Time*

Steps:

1. Says days of week by rote
2. Says months of year by rote
3. Correlates general times of day
4. Tells time

D. *Personal Information Concepts*

Steps:

1. Gives parents/guardians full name verbally
2. Gives birthdate verbally
3. Gives sex verbally
4. Gives address verbally
5. Gives own telephone number verbally
6. Dials phone numbers
7. Answers telephone
8. Dials emergency

E. *Musical Activities*

Steps:

1. Participates in musical activities

2. Recognizes and plays musical instruments
3. Participates in dance movement accompanied with various musical rhythms

IX. *Daily Living Skills*

Steps:

1. Managing finances
2. Caring for home furnishings and equipment
3. Family living
4. Buying and preparing food
5. Buying and making clothing
6. Engaging in civic activities
7. Utilizing recreation and leisure
8. Getting around the community
9. Sex education

X. *Personal, Social Skills*

Steps:

1. Achieving self-awareness
2. Acquiring self-confidence
3. Achieving socially responsive behavior
4. Maintaining good interpersonal skills
5. Achieving independence
6. Making good decisions, problem solving
7. Communicating adequately with others

XI. *Occupational Guidance and Preparation*

Steps:

1. Knowing and exploring occupational possibilities
2. Making appropriate occupational decisions
3. Exhibiting appropriate work behaviors
4. Exhibiting sufficient physical and manual skills
5. Acquiring a specific salable job skill
6. Seeking, securing, and maintaining satisfactory employment

XII. Life Coping Skills

A. *Community Resources Activities*

Steps:

1. Your fire department
2. Your police department
3. At the drug store
4. Room, furniture in apartment
5. Electrical appliances
6. Identifying articles of clothing
7. Housing
8. The post office
9. The airport
10. Go by bus
11. Recreation areas
12. The telephone
13. Restaurants
14. How to use the library
15. Entertainment

B. *Consumer Education Activities*

Steps:

1. Banking your money
2. Foods and household items
3. Saving money when shopping (comparative shopping)
4. Saving energy in your home
5. Understanding your bills
6. Renting a place to live
7. Personal credit
8. Reading labels
9. Buying insurance
10. Buying household goods, etc.

C. *Government and Law*

Steps:

1. Your rights as a citizen
2. Medicare and Medicaid
3. Holidays
4. Social security
5. Food stamps
6. Taxes
7. Getting legal aid

8. Government – e.g., offices, laws, etc.
9. Workers compensation

D. *Health and Safety*

Steps:

1. The dentist
2. The doctor
3. Parts of body
4. First aid
5. Yearly checkup
6. Immunization
7. Use drug store
8. Balanced diet
9. The hospital
10. Personal hygiene
11. Smoking
12. Conception and pregnancy
13. Save your heart
14. Drugs (abuse, etc.)
15. Water safety
16. Prescription labels
17. Get enough sleep
18. Fire extinguisher use
19. Traffic safety
20. Poisoning
21. Winter/summer safety (cold-heat)
22. Kitchen stove safety
23. Occupational safety

E. *Occupational*

Steps:

1. Tools
2. How to find a job
3. Planning a career
4. Keeping a job
5. Your pay
6. Unemployment compensation
7. Job interview
8. Filling out a job application

F. *Transportation*

Steps:

1. Fixing your car
2. Getting a drivers license
3. Car insurance
4. Traffic signs
5. Riding bicycle
6. Tire trouble

INTERVIEW WITH BILL McCARTHY: LITERACY INSTRUCTOR

Q: Bill, tell me a little about these students – where they were before the program started, how they got here, etc.

A: The students you see at work here are between 20 and 60 years old. Most of them have been institutionalized, either at Pineland or Augusta Mental Health Institute. All have been deinstitutionalized and are now being integrated into community life in the Gardiner area. The people you see here are severely disabled, either by mental retardation, physical handicap or emotional disturbance.

When these people first arrived at the Activity Center they were in what we call "institution syndrome." They rocked or they paced. Each person lived in his own little world. Nevertheless, it seemed the best place in the area for an education program. We decided to start a literacy program with 6 of the 30 clients then at the Center.

Q: How did you decide which six to work with?

A: We tested all the clients for reading level and listening comprehension. We also administered psychomotor tests. After each student had been thoroughly evaluated, we simply chose the six persons we felt most capable of achieving success in the program we had devised. However, after working with these six one-to-one for three months, we became convinced that *all* the clients could benefit from an educational program.

Q: What did you do then?

A: We grouped the remaining clients by ability, taking into account intellectual capacities, physical capabilities, attention spans, the ability to communicate, etc. Each person's motivation was carefully considered also. We then set up the stations approach you see working today. As you see, we have 5 stations, one each for teaching math, language arts, coping skills, pre-vocation skills, and psychomotor skills. Students visit each station every day for 20 minutes

each, after which time they rotate on to the next station. As I said, the students are grouped by ability and the activities at each station are geared especially to those abilities.

Q: I don't see rocking or pacing at all. Everyone here is working.

A: That's right. Each person in this program has goals to work toward. That makes most people feel useful and productive.

Q: How do you set goals in the program?

A: Each student and I set goals together. We have an informal interview in which we sit down and try to discover what goals are important to the student, just what it is that he wants to learn. When we have done this, I draw up a plan (in the form of an IEP, Individualized Educational Plan), for achieving those goals. The important part of this process is a careful evaluation of the student; it is imperative to be aware of his primary goals and make those goals the focal point of each lesson. These people working at the stations have had Multiple Educational Prescriptions devised for them, but each has his own goals, his own skills to strive for.

Q: How can you tell if goals are being achieved?

A: We use objective and subjective measurements, you might say. We do regular post-testing every three months. If there is improvement on the test results (and there usually is), we feel that goals are being met. Some students, naturally, progress more rapidly than others. Others require that extra measure of individual help and encouragement. The important thing is to see some progress in each post test. Also, we consider the students' attitudes carefully. As you noticed, they are not rocking and pacing; they are cooperating, working in teams, finishing projects they have begun. Their personalities show marked improvement. This is perhaps the most dramatic change of all.

Q: What if you discover that a student has not moved forward, or has actually regressed?

A: We don't jump the gun. We all have days when we don't work up to par. I test again. If the test scores still don't show improvement, then it is a signal that the student's IEP should be revised to place his objectives within reach. It is possible to set up a curriculum for each student which eliminates failure. We hope our curriculum, also included in this brochure, will help teachers, activities center personnel and lay people devise objectives which will enable each disabled student in an educational program to achieve the goals to which he or she has aspired.

A: But what about frustration and failure? What if a student becomes discouraged because he can't reach his goals and wants to drop out?

A: That shouldn't happen in this program. As I said before, we devise lessons so that students can progress toward their goals at a rate commensurate with their abilities. Students *are* confronted with increasing need to make decisions and to accept responsibility. But when an educational limit is met, we don't think in terms of failure. We either try some other way to reach a student's goal or else we counsel and redirect the student, helping him accept his limitations, if indeed those limits have been met.

Q: Are you saying that it is impossible to fail in this program?

A: I'm saying that students are either enabled to achieve their goals or they learn to accept their limitations, all the while growing toward new goals. The word *failure* has too many negative connotations to be helpful to us in our work with developmentally disabled adults. We are here to help people change and grow, not to destroy their egos. Everybody learns in our program. It is geared to success.

We measure the success of the program always by the work the lowest level group is doing. If that group is active and happy, if they are not regressing, then we can be fairly well assured that the other groups are progressing also. We do not generalize down from the highest group about the success of this program. Instead, we generalize from the bottom up.

Q: Are the students always this cooperative?

A: Generally, yes. We do not force students to participate in this program against their will. We encourage regular attendance at the stations' activities, but if on a certain day a student simply won't work, we allow that. We try to find out why he doesn't want to participate, then counsel and reassure him, but we don't force participation in the academic program. The students here are like the rest of us – there may be a problem at home occasionally, or sometimes they just don't feel good. But these people are generally willing to apply themselves and bounce back readily if they have had a day off.

Q: Have you had difficulty training people to implement your curriculum?

A: No. The staff at the Activity Center has been interested and highly motivated; they have no trouble making the curriculum work. Virtually any Adult Basic Education program can be adapted to serve the developmentally disabled. It takes time and it takes some commitment, but it definitely can be done.

Q: How do the students themselves feel about being involved in this program?

A: Most are justifiably proud to be in an academic program of any kind. In May we held a certificate ceremony (graduation), to mark the end of the semester, in which six individuals received certificates. Next graduation (in December) we'll have seven graduates. You must remember that these are adults who weren't supposed to be able to learn anything! That graduation day was a heartwarming experience for all of us.

Q: Are you planning to move any of these people into ABE?

A: Yes. We already have one student ready for ABE. She has studied at home in the evenings, she has progressed rapidly, and this fall she is ready for more challenges. The other clients at the center will be preparing themselves for ABE. The top six people with whom

we originally worked one-to-one will probably be the first people to move ahead into ABE. This DD program definitely leads to ABE – and we all know where that can lead, to a high school diploma. These students who were labeled non-achievers – not low achievers, mind you, *non*-achievers – these students are progressing rapidly.

Q: So you are convinced that the DD program can work?

A: Of course. It *has* worked, here in Gardiner. The changes in our students are not confined to the intellectual sphere. These people have developed increased self-esteem: they are sociable, cooperative and purposeful. Everyone who has had contact with them from the beginning of our program – Paul Dulac, our administrator, John Greene, grants coordinator for the DD Council, the Center staff, parents, guardians, group home directors, social workers – all are aware that substantial physical and mental changes have taken place in our students. Their behavior is markedly changed – and my hunch is that if they were given IQ tests right now they would test considerably higher than the scores that are presently in their folders.

Q: Do you have any pointers to success you would like to share with a literacy instructor who wants to begin an educational program for the developmentally disabled?

A: I would first advise people to adhere closely to our philosophy of instruction, which I've mentioned briefly and which is outlined in full in the Comprehensive Delivery System section of this brochure. They should allow an open time frame for accomplishment, challenging students but not pushing them too far too fast. Any literacy instructor needs to be compassionate and understanding, realizing that there are days when he will be called upon to be parent, playmate or friend as well as teacher. An instructor must remember at all times that he is part of a larger organization; he should work closely with activity center staff, for example, if that is where his program is being carried out. It is also imperative that the instructor remembers that he is dealing with adults, not children. He should never "talk down" to the students, but consider them peers. They *are* peers – often they will be the same age or older than the instr

the instructor. Adult educators often do very well in this field, as they have been trained to serve mature adults.

I guess the word I'd sum things up with is *respect* – respect for your students and the work you are carrying out together.

CONCLUSION

As stated by Dr. Bernard P. Henri of the Maine State Planning Council on Developmental Disabilities: the task of providing educational services to severely handicapped persons is not impossible, but is an exciting discovery of ways to reach a group of people that have waited, more patiently than most, for a chance to learn.

Within this manual you have found the essential components needed for a successful educational developmental disabilities program using an adult education delivery system. These components dealt with advisory councils, needs assessment and initial program implementation, administration, project goals, policies and procedures, comprehensive delivery system, and pre-vocational and curriculum content outlines. With this knowledge, an existing Adult Education program or Activity Center can implement an educational program for handicapped adults within their community.

Remember, this publication should be used as a guide for implementation of an educational program for handicapped adults, and not as the "final word." Using this document as a guide, and realizing that local community and student needs do differ, will enable either adult educators or Activity Center staff the opportunity to implement programs which will be successful in their own individual communities. Good luck!